
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Mr. Michael Mulgrew
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Brentsville District High School
(As it should appear in the official records)School Mailing Address 12109 Aden Road
(If address is P.O. Box, also include street address)Nokesville VA 20181+2340
City State Zip Code+4 (9 digits total)

Tel. (703) 594-2161 Fax (703) 594-2365

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I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____Name of Superintendent* Dr. Edward L. Kelly
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Prince William County Public Schools Tel. (703) 791-8700

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____Name of School Board
President/Chairperson Mrs. Lucy Beauchamp
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

*Data is SY 2003-2004 data or as marked. Until June 2002, Brentsville housed a middle (6-8) and a high school (9-12). As of September 2002, Brentsville is a high school only.

1. Number of schools in the district:

| | |
|-----------|---|
| <u>47</u> | Elementary schools (K-5) |
| <u>13</u> | Middle schools (6-8) |
| <u>0</u> | Junior high schools |
| <u>8</u> | High schools (9-12) |
| <u>7</u> | Other (Briefly explain): |
| | 1 Alternative Education school |
| | 1 Traditional or Specialty school (K-8) |
| <u>74</u> | TOTAL |

2. District Per Pupil Expenditure: FY 2002 - \$7361; FY 2003 - \$7798; FY 2004 - \$8,391

Average State Per Pupil Expenditure: FY 2002 - \$7836 (FY 2003 data not available at this time)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☒ Small city or town [unincorporated] in a rural area. School division however is "urban".
- ☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school: (2002-03)

| Grade | # of Males | # of Females | Grade Total | | Grade | # of Males | # of Females | Grade Total |
|---|------------|--------------|-------------|--|-------|------------|--------------|-------------|
| K | | | | | 7 | | | |
| 1 | | | | | 8 | | | |
| 2 | | | | | 9 | 139 | 132 | 271 |
| 3 | | | | | 10 | 118 | 108 | 226 |
| 4 | | | | | 11 | 106 | 96 | 202 |
| 5 | | | | | 12 | 86 | 90 | 176 |
| 6 | | | | | Other | 1 | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | | 876 |

6. Racial/ethnic composition of the students in the school:
SY 2002-2003
- | | |
|---------------|----------------------------------|
| <u>89.3</u> | % White |
| <u>3.7</u> | % Black or African American |
| <u>2.6</u> | % Hispanic or Latino |
| <u>2.1</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| <u>2.3</u> | % Other |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 6.1 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

| | | |
|------------|--|--------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 14 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 39 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 53 |
| (4) | Total number of students in the school as of October 1 | 875 |
| (5) | Subtotal in row (3) divided by total in row (4) | .06057 |
| (6) | Amount in row (5) multiplied by 100 | 6.1% |

8. Limited English Proficient students in the school: 0.0%
0 Total Number Limited English Proficient

Number of languages represented: 0.0

Specify languages:

9. Students eligible for free/reduced-priced meals: 3.3 %

29 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{6.7}{59} \%$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | |
|---------------------------|---|
| ___ Autism | ___ Orthopedic Impairment |
| ___ Deafness | ___ Other Health Impaired |
| ___ Deaf-Blindness | <u>58</u> Specific Learning Disability |
| ___ Hearing Impairment | <u>1</u> Speech or Language Impairment |
| ___ Mental Retardation | ___ Traumatic Brain Injury |
| ___ Multiple Disabilities | ___ Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | <u>5</u> | <u>0</u> |
| Classroom teachers | <u>53</u> | <u>2</u> |
| Special resource teachers/specialists | <u>1</u> | ___ |
| Paraprofessionals | <u>7</u> | ___ |
| Support staff | <u>8</u> | ___ |
| Total number | <u>74</u> | <u>2</u> |

12. Average school student-“classroom teacher” ratio:

| | | | |
|---------|----|----------------|----|
| English | 23 | Social Studies | 25 |
| Math | 20 | Science | 21 |

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancies between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

| | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95.6% | 95.3% | 94.5% | 91.1% | 94.4% |
| Daily teacher attendance | 97% | 96% | 95% | 95.5% | NA |
| Teacher turnover rate | 18% | 10% | 39.6% | NA | NA |
| Student dropout rate | 1.46% | 0.86% | 1.99% | 0.94% | 2.00% |
| Student drop-off rate | 2.4% | 2.64% | 0.72% | 0.65% | 0.25% |

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

| | |
|--|-------|
| Graduating class size | 150 |
| Enrolled in a 4-year college or university | 45% |
| Enrolled in a community college | 35% |
| Enrolled in vocational training | 1% |
| Found employment | 16% |
| Military service | 3% |
| Other (travel, staying home, etc.) | % |
| Unknown | % |
| Total | 100 % |

PART III - SUMMARY

Brentsville District High School (BDHS) is one of eight high schools in Prince William County. It is located in Nokesville, a census-designated place (CSP) with a population of 1,236. Brentsville is located in a rural environment surrounded by suburban growth in an urban county.

Brentsville's student population of 875 is unique among the schools in Northern Virginia. Most high schools have enrollments exceeding 2000 students. With a thriving economy, Prince William County has seen an enormous influx of new residents. In 2000, Brentsville began its conversion from a middle-senior high school to a high school only. This was a three year process. Each succeeding year, Brentsville lost an additional middle school grade. Finally, in September 2000, Brentsville was strictly a high school.

At BDHS, our mission is to meet the educational needs of our student population through a high quality and comprehensive education. We believe that

- each student can reach his/her potential
- all students can be life-long learners and productive members of society
- high expectations yield high results
- community involvement is essential to the successful operation of the school
- extracurricular activities are a cornerstone of the educational process
- family is the primary influence in the development of the student
- communication is essential, and
- collaboration among staff is critical to success.

Brentsville builds collaborative support for its academic programs through an active Parent Teacher Activities Council (PTAC) and community members who have enabled Brentsville to meet challenges and flourish. This community support helps maintain our outstanding faculty and is one of the prime ingredients to our success. New teachers are provided strong curriculum support. Faculty collaborative teams have been a constant to the continuous improvement of instruction.

Seeking academic rigor, Brentsville signed an affiliation with the University of Cambridge (U.K) and became an official Cambridge centre in 2000. An international curriculum, Cambridge objectives far exceed our state's objectives. Advanced students can take IGCSE courses at the ninth and tenth grade

levels or AICE courses at the eleventh and twelfth grade levels. The addition of the Cambridge Programme has raised academic expectations throughout the school.

Brentsville boasts impressive academic achievements. In 2000, Governor Gilmore recognized Brentsville for its academic successes. In 2001, Governor Warner recognized Brentsville as one of two schools in the district for its outstanding improvement on Virginia's end-of-course tests. For three consecutive years, the county school board has named Brentsville a School of Excellence, and in the past two years, Brentsville has received a perfect mark in the division's measurement system. This past year, Brentsville received the prestigious International Fellowship status from the University of Cambridge. Of the thousands of Cambridge centres worldwide, only seventeen have achieved this status and Brentsville is only the second school in the United States to achieve this status. In 2003, Virginia's General Assembly dispatched a delegation to determine the best practices of successful schools. Brentsville was honored to host this delegation and share its educational philosophy and programs.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Brentsville District High School Assessment Results in Reading and Mathematics

The Virginia Standards of Learning (SOL) were adopted by the state in 1995. These standards were intended to stress the importance of having curriculum objectives in the core academic areas of English, mathematics, social studies and science. The assessments of these standards are designed to inform teachers, students and parents of the quality of student achievement and to hold schools accountable for the teaching of certain objectives. All schools are required to teach these mandated curricular objectives, although schools and school districts may "exceed" the state requirements by teaching beyond the state curriculum.

Since the onset of Virginia's accountability program, schools measure student achievement using criterion-referenced tests. The Virginia Standards of Learning assessments are the criterion-referenced assessments that are given for high schools at the end of selected core courses. The SOLs require both the school and the individual student to demonstrate proficiency in meeting curricular objectives. Students must pass a minimum of six SOL tests to receive a diploma, and schools must have 70% of their students pass these tests in all academic areas in order to receive accreditation.

Virginia's accreditation standards are based on school performance on these tests in terms of the percentage of students passing these end-of-year course tests. Each test has a similar assessment system. A 600-point scale is used to determine student proficiency. A 400-499 score indicates that a student is proficient in the curriculum while a 500-600 score indicates that a student is performing at an advanced level. Passing scores vary from test to test and are established by the state. At the present time, students are required to pass two English SOL tests, Reading and Writing, and four other SOL tests in order to receive a standard diploma. Students desiring an advanced diploma must pass two English SOL tests and at least two tests from each of the other core subjects. Again, schools must also show proficiency in order to achieve accreditation. Schools must have 70% of their students pass SOL tests in all four academic areas – Math, Language Arts, Science and Social Studies – in order to achieve accreditation.

Students at Brentsville District High School have consistently been among the top scoring in the state in all academic areas, including English and Mathematics. Using 2002-03 No Child Left Behind (NCLB) data, 95% of all BDHS students passed their Math SOL test and 96% passed their Reading/Language Arts SOL test. This is considerably higher than the state average, which concludes that 78% of all Virginia students passed their Math SOL test and 79% of all students passed the Reading/Language Arts SOL test. For particular subgroups within the Brentsville community, the scores are also impressive. Due to the

fact that less than 10 students (which is the state standard) took the Reading/Language Arts test in each of the identified subgroups, that data is limited. In math, there are three separate SOL tests. The number of math students tested for the identified subgroups do exceed the state standard. Eighty-nine percent of Brentsville's Black students passed their Math SOL while only 65% of the Black students across the state passed. Hispanic students, likewise, scored considerably higher at Brentsville (92%) than the state average (68%). Over 70% of Brentsville's students with disabilities passed their math SOL test which is much higher than the state average of 51%. Obviously, Brentsville District High School is exceeding the state requirements.

2. Use of Assessment Data to Improve School Performance

BDHS proactively uses a wide variety of initiatives to improve both our students' and school's performance. Data from formative (quizzes) and summative (tests) assessments as well as formal (SOL and CMS) and informal (teachers' reflections) evaluations provide a substantive basis for enhanced academic excellence. In a cooperative effort, our teachers use the Curriculum Management System (CMS) to periodically assess student achievement in mastering SOL objectives. We align and synchronize our curriculums with SOL objectives and monitor student progress continuously. Through collaboration, our programs maintain strengths, identify weaknesses, and provide venues to overcome shortfalls. Teachers design, implement, and share successful instructional strategies. Student remediation efforts, such as semi-weekly Math Labs assist our students to meet and exceed acceptable levels of performance in a positive and productive environment.

3. Communication of Student Performance

Brentsville District effectively communicates student performance to students, parents and the community. In addition to report cards, which are disseminated quarterly, parents are given frequent assessment information. Brentsville employs the Edulink system, a web based system where parents can access their student's daily grades online. This Edulink system, updated every day by the Central Office, provides parents with invaluable assessment information. Brentsville's newsletter, Tiger Tales, is sent monthly with important academic information and assessment results. Honor Roll information and Students of the Month are highlighted in the newsletter. Brentsville's School Report Card, along with spreadsheets showing Brentsville's scores against schools across the region are common highlights in Tiger Tales. Recently, Brentsville initiated a community e-mail system where the principal sends an e-mail to over 1,000 subscribers on a weekly basis detailing important academic information and highlights. Interim reports are also given quarterly and the parents are informed numerous times if their child is in danger of failing a class. In addition to the Edulink system, some teachers e-mail progress reports to parents showing each of the student's assignments and grades. Brentsville has also aligned its semester exams to serve as a predictor of the student's success on the SOL given at the end of the year. This assessment information is communicated to parents. Students who earn an A or B on the semester exam are very likely to score advanced on the SOL while students with a C or D can be expected to pass the SOL with a proficient score. Teacher email addresses, listed in the monthly newsletter, are also available on the school and county's website. The PTAC, an active parent organization, holds information nights and breakfasts for parents to receive transcript and graduation information. Administrators use Test Talks, private conferences with parents, to explain SOL information for students in danger of not graduating or failing.

4. Sharing Successful Strategies

Brentsville District High School currently shares its successes with other schools in a number of ways. Teachers not only attend countywide in-services, but many Brentsville teachers' instructional guides serve as models for other schools to emulate. Brentsville teachers have been very active in developing the

County's Curriculum Management System that assists teachers, by using periodic tests, to identify weaknesses in student learning. There are several teachers who have worked on state curriculum initiatives as well. Brentsville welcomes visits from other schools and school divisions to observe teaching techniques and strategies. Twice, Brentsville hosted Cambridge training for schools and this year was awarded the prestigious International Fellowship Centre status by this elite university for our development and sharing of curriculum plans. Being one of only seventeen International Fellowship Centres in the world shows our commitment to improving instruction through collaboration with other schools. The principal has twice presented at state conferences on how to achieve SOL accreditation and to meet the requirements of NCLB. Brentsville teachers have presented successful teaching strategies at local, state and national conferences as well. Recently, Virginia's General Assembly identified successful schools and sent delegations to investigate their strategies. Brentsville proudly hosted this delegation last summer and shared with these individuals its programs and instructional philosophies. This year, a neighboring school district invited Brentsville's principal to speak to their School Board on the concept of small schools and meeting NCLB requirements. As a result, this School Board decided to use Brentsville as its model in developing smaller schools in its district. If Brentsville is selected as a Blue Ribbon school, our school will continue to share its insight, curriculum designs and philosophy with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Outline of Curriculum

Prince William County's curriculum is derived from Virginia's Standards of Learning. Curriculum Overviews and Pacing Guides direct classroom instruction. Daily lessons are designed to meet and exceed the high standards set by the State.

Teachers are given the standards of each subject area and use them to direct daily instruction. In addition, Brentsville teachers collaborate with one another and create instructional guides and programs. These guides are aligned with state curriculum but often exceed the SOL standards. By exceeding the standards, Brentsville teachers assure that students will become lifelong learners. In Cambridge classes, the curriculum has been aligned to meet both the SOL standards and the standards set by Cambridge. Brentsville is committed to a rigorous curriculum where students are expected to excel.

In language arts, the curriculum is based on four specific skills: reading, writing, speaking and listening. Students are expected to become proficient in all forms of communication with a heavy emphasis on evaluating literature. The curriculum builds upon skills taught at the ninth and tenth grade level and teachers continually refine skills. Reading and writing, along with research skills, are infused in the four-year program of study. These skills are introduced in the ninth grade and developed further through the years.

The history curricula consist of five separate strands: history, economics, geography, civics, and foreign policy. In the history strand, students learn about important events and people, and heavy emphasis placed on contemporary history. Students are expected to understand geography, political situations and established historical interpretations throughout the five strands. There is a strong emphasis on historical skills and information management present in both the state and county curricula.

In mathematics, students are expected to learn math in a conceptual manner and understand real life mathematical situations. Discovering mathematical concepts and patterns are essential to learning. Skills are built upon through the four-year sequence to insure preparation for higher-level courses. Students are expected to think mathematically and use these skills to solve higher-level thinking problems. The Prince

William County curricula expect students to exceed the state standards as they become independent math learners.

The science curriculum at Brentsville is inquiry based; utilizing a continuous curriculum organized around the major strands that unify science. These strands include: scientific reasoning and logic, life science, environmental science, physical science and earth and space science. Science is seen as a continuum where the phenomena of exploration and explanation are achieved through the application of the scientific process. The curriculum is presented in two formats: subject specific and as a continuous strand throughout the curriculums.

The foreign language and art curricula are very important at Brentsville. The curriculum of foreign language study aims to have students become responsible citizens in the global community. To that end, the five separate strands students are expected to master are Communication, Cultures, Connections, Comparisons and Communities. Developing knowledge of other cultures and their communities has been a constant theme in Prince William County's foreign language curricula for decades. The art curriculum focuses on the four disciplines of art: art production, art criticism, art history and aesthetics. Critical thinking skills, including the ability to analyze works of art, remain central themes throughout the Prince William County art curricula. Through the comprehensive study of art the students can understand the historical and cultural contexts for works of art and develop a better understanding of art and its place in society.

2. English Curriculum Including Strategies for Reading Improvement

Brentsville's English Language Arts Curriculum follows a balanced literacy model that integrates reading, writing, speaking/listening and research. These are not individual content areas, but a unified subject in which one content area supports another and therefore enhances thinking and learning. Integration of the process and content is also evident in that the study of literature provides a context for reading and writing instruction, speaking/listening activities, and research. A summer reading program, grade level required literature selections, and an independent reading program where students read a variety of classic and contemporary literature provide reading content. Applying reading processes and strategies to increasingly difficult fiction and non-fiction texts that also include informational and technical material is an important distinction. Instructors adhere to the philosophy that reading well promotes good writing, and opportunities to write about literature and life experiences are offered in each unit of study. Students learn how to use a writing process to develop different types of writing products. Small and large group discussion, speech units—including individual presentations and cooperative learning activities – allow students to learn by speaking and listening. Students define and investigate issues important to them. A required research writing component where students learn to use a variety of research tools, including technology, is included at each grade level; writing of the eleventh grade research paper is emphasized by external grading.

Advanced studies and elective courses are another aspect of the curriculum. Cambridge English courses are available to students interested in pursuing an advanced level of study in literature and composition. Students read set texts and develop critical interpretations of these texts. Students study the demands and techniques of the main prose composition styles: narration, description, comparison, analysis, and argument. These courses follow the University of Cambridge model with external exams. Ninth and tenth graders may enroll in the Cambridge IGCSE classes while the eleventh and twelfth graders may enroll in the Cambridge AICE program. AP Language and Composition and AP Literature and Composition are also available to students wishing to pursue advanced language arts studies. Courses in photojournalism and creative writing are elective components of the curriculum.

An integrated language arts curriculum guides instruction, allowing our students to imagine in the past,

articulate the present, and gain needed skills for the future.

3. School's Mission Reflected in the Math Curriculum

The math curriculum, and its subsequent implementation, exemplifies our school mission. One of the main components of our mission is that all students can learn. All students are expected to master the algebra and geometry curriculums, although they may be taught the material in different ways. Integrated Algebra and Geometry (IAG) students, typically students who have struggled in math, are taught the curricula using a hands-on approach. This IAG curriculum, designed by BDHS teachers, works for the non-abstract learners who may need to physically measure the perimeter of a rectangle rather than discussing its properties. The expectation of mastery remains the same; however, the methodology within our IAG continuum reflects the learning differences. Another important component of our mission is our belief in high expectations. All of our math curriculums exceed the requirements of the Standards of Learning tests. In addition to high expectations, it is our strong belief that student must become life-long learners. Throughout the math continuum, students are asked, using facilitative instruction, to discover the properties of math and think mathematically. Students being able to work independently and thinking mathematically is an important component of our math department's philosophy.

4. Instructional Methods

While students learn in a variety of ways, teachers must use a variety of teaching styles to reach these students. BDHS teachers have developed different teaching styles and use different instructional methods to improve student performance. Some students need the hands-on approach of teaching where they touch and use their hands to solve a problem. Students enrolled in our IAG program use manipulatives and hands-on teaching techniques to learn the exact same instructional objectives as other students. By adjusting our teaching methodology, students experience a greater opportunity for success. In addition to using hands-on techniques, BDHS teachers use facilitative instruction, where the students become active learners and discover the objectives. Throughout the school, students are engaged in solving problems cooperatively. The Cambridge Programme benefits our school by developing higher level thinking skills for all of our students. Cambridge questions are written both at the core (basic) level and at the extended (advanced) level. This enables our teachers to meet the needs of all our students. Developing a greater understanding of problem solving enables students to handle more difficult tasks. Brentsville students are taught how to theorize, analyze, and evaluate material and the process of gaining knowledge becomes an active rather than a passive process. Differentiated instructional strategies result in daily assessments that far exceed the traditional method of recalling information.

5. Professional Development Focused on Student Achievement

Creating a professional learning environment is essential to Brentsville's mission of providing a high quality education. Each year, Brentsville develops its own Staff Development Plan devoted to professional development in all areas. The Staff Development Plan is designed to meet the instructional needs of our students based on school wide data. If an instructional deficiency exists, based on the previous year's instructional data, the Staff Development Plan is immediately adjusted to meet the identified need. As part of his or her contract, each staff member must complete 30 staff development hours each year. The specific types of staff development offered are left to the individual school. During the last few years, Brentsville has committed itself to improving the quality of education. In 2000, Brentsville changed from a 4x4 block scheduling system to a 7 A/B system. The Staff Development Plan was altered to address this significant change. One adjustment necessary was the staff's acceptance of the Enhanced Instructional Process (EIP) as our instructional model. The instructional components of the EIP were accepted by the staff and still serve as the standard for effective instruction. The staff received in services on this instructional method and agreed to implement its postulates. The EIP allows for

teachers to evaluate student mastery of objectives on a daily basis. New teachers are offered a 30-hour course on the EIP during their first year. Brentsville teachers have attended professional conferences, including Cambridge training, in significant numbers to better both their instructional delivery and their individual assessment of student work. During the past two years, our staff has identified three important themes for our staff development:

- ❑ Assisting all teachers in the timely and thorough implementation of the Prince William County curriculum
- ❑ Enhancing teachers' understanding of the Enhanced Instructional Process
- ❑ Assisting teachers in evaluating student performance and assessing data.

PART VI - PRIVATE SCHOOL ADDENDUM (Non-Applicable)

PART VII

Data Display Table for Reading/English

| | 2002-03 | 2001-02 | 2000-01 |
|--|---------|---------|---------|
| Testing Month | May | May | May |
| SCHOOL SCORES | | | |
| TOTAL | | | |
| At or Above Basic | | | |
| At or Above Proficient | 51.61% | 53.42% | 61.46% |
| At Advanced | 44.62% | 34.65% | 25.47% |
| Number of students tested | 186 | 277 | 314 |
| Percent of total students tested | 98.9 | 99.6 | 97.2 |
| Number of students excluded | 2 | 1 | 9 |
| Percent of students excluded | 1.10% | 0.36% | 2.79% |
| SUBGROUP SCORES | | | |
| 1. Ethnicity/LEP/FRL (specific subgroup) | | | |
| White | 167 | 251 | 285 |
| At or Above Basic | | | |
| At or Above Proficient | 51.49% | 53.38% | 61.40% |
| At Advanced | 44.91% | 35.05% | 27.01% |
| 2. Black | 8 | 9 | 12 |
| At or Above Basic | | | |
| At or Above Proficient | 62.50% | 55.50% | 75% |
| At Advanced | 37.50% | 44.40% | 0% |
| 3. Hispanic | 3 | 4 | 12 |
| At or Above Basic | | | |
| At or Above Proficient | 67.60% | 50.00% | 41.70% |
| At Advanced | 0% | 0% | 16.70% |
| 4. FRL | 3 | 9 | 10 |
| At or Above Basic | | | |
| At or Above Proficient | 100.00% | 33.00% | 70.00% |
| At Advanced | 0% | 0% | 10.00% |
| 5. Special Education | 11 | 15 | 10 |
| At or Above Basic | | | |
| At Proficient | 72.72% | 66.66% | 40% |
| At Advanced | 0% | 6% | 0% |
| 6. LEP ** | n/a | n/a | n/a |
| At or Above Basic | n/a | n/a | n/a |
| At Proficient | n/a | n/a | n/a |
| At Advanced | n/a | n/a | n/a |
| STATE SCORES | | | |
| TOTAL | | | |
| At or Above Basic | | | |
| State Mean Score | | | |
| At or Above Proficient | | | |
| State Mean Score | | | |
| At Advanced | | | |
| State Mean Score | | | |
| | | | |
| **Not enough LEP students. They attend a neighboring school. | | | |

PART VII

Data Display Table for Mathematics

| | 2002-03 | 2001-02 | 2000-01 |
|--|---------|---------|---------|
| Testing Month | May | May | May |
| SCHOOL SCORES | | | |
| TOTAL | | | |
| At or Above Basic | | | |
| At or Above Proficient | 54.17% | 60.81% | 67.30% |
| At Advanced | 42.36% | 30.86% | 20.07% |
| Number of students tested | 491 | 541 | 523 |
| Percent of total students tested | 99.2 | 97.8 | 97.4 |
| Number of students excluded | 4 | 12 | 14 |
| Percent of students excluded | 0.8% | 2.17% | 2.61% |
| SUBGROUP SCORES | | | |
| 1. <u>Ethnicity/LEP/FRL (specific subgroup)</u> | | | |
| <u>White</u> | 444 | 495 | 471 |
| At or Above Basic | | | |
| At or Above Proficient | 52.47% | 60.69% | 68.80% |
| At Advanced | 44.59% | 31.77% | 19.23% |
| 2. <u>Black</u> | 18 | 22 | 29 |
| At of Above Basic | | | |
| At or Above Proficient | 66.68% | 40.90% | 55.17% |
| At Advanced | 22.22% | 27.27% | 24.13% |
| 3. <u>Hispanic</u> | 12 | 7 | 11 |
| At or Above Basic | | | |
| At or Above Proficient | 75% | 71.42% | 63.63% |
| At Advanced | 16.66% | 14.28% | 9% |
| 4. <u>FRL</u> | 9 | 14 | 15 |
| At or Above Basic | | | |
| At or Above Proficient | 77.77% | 64.29% | 53.33 |
| At Advanced | 22.22% | 21.42% | 0% |
| 5. <u>Special Education</u> | 18 | 20 | 15 |
| At or Above Basic | | | |
| At or Above Proficient | 77.77% | 40.00% | 26.67% |
| At Advanced | 0% | 6% | 0% |
| 6. <u>LEP</u> ** | n/a | n/a | n/a |
| At or Above Basic | n/a | n/a | n/a |
| At or Above Proficient | n/a | n/a | n/a |
| At Advanced | n/a | n/a | n/a |
| STATE SCORES | | | |
| TOTAL | | | |
| At or Above Basic | | | |
| State Mean Score | | | |
| At or Above Proficient | | | |
| State Mean Score | | | |
| At Advanced | | | |
| State Mean Score | | | |
| | | | |
| **Not enough LEP students. They attend a neighboring school. | | | |